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ABSTRACT

In fall 1987, the Learning to Learn Subcommittee was formed at Miami-Dade Community College (M-DCC) to help design a formal course in teaching/learning theory, to identify effective student behaviors and teaching strategies to develop critical thinking skills, and to identify strategies to implement the "learning to learn" concept across all disciplines. The subcommittee surveyed the entire faculty and conducted focus interviews. Based on survey and interview results and assumptions about critical thinking, teaching/learning theory, and ethics, the subcommittee formulated the following recommendations on "learning to learn": (1) the work of the Learning to Learn Subcommittee should be continued by an ad hoc committee, whose focus should be to highlight existing course objectives, to develop and reinforce strategies for integrating critical thinking skills throughout the college, and to develop stand-alone workshops and courses specifically addressing critical thinking and ethics; (2) the focus on critical thinking should be institutionalized; (3) the course, "Effective Teaching and Learning in Higher Education," should include stand-alone modules on understanding teacher characteristics and teaching styles, understanding learner characteristics and learning styles, motivating students, discovering relevance, planning courses, developing practical applications, and applying institutional resources to classroom teaching/learning; (4) all course modules should be made available to the individual M-DCC campuses as independent units via workshops, tapes, independent study and other means; and (5) a Teaching/Learning Resource Center should be established on each campus to house materials on critical thinking. A course outline of "Effective Teaching and Learning in Higher Education," findings from the survey of faculty and administrators, and a self-assessment instrument for faculty are appended. (JMC)

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RECOMMENDATIONS ON "LEARNING TO LEARN"

(Adopted by the President's Council on June 27, 1989 and October 17, 1989. Includes the final report of the Learning to Learn Subcommittee of the Teaching/Learning Project)

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I. BACKGROUND

The Learning to Learn Subcommittee began in fall 1987. Its broad charge fell into three categories:

A. Develop a formal course in teaching/learning theory, including how to "personalize" this theory across disciplines and make it M-DCC-specific, with strong emphasis on application.

B. Identify effective student behaviors and teaching strategies to develop critical thinking skills.

C. Identify strategies to implement "learning to learn" across the College, with emphasis on critical thinking skills.

During the fall and winter semesters of 1987-88, both to learn the jargon and to define the scope of the Subcommittee, the members immersed themselves in the literature and research in relevant cognitive areas and participated in seminars and workshops. Noteworthy contributions from outside consultants were: a discussion with Pat Cross (Harvard University) on essential elements for the proposed course; a two-day workshop on metacognition with Claire Weinstein (University of Texas at Austin); a one-day session and three-day workshop on teaching/learning styles and multicultural learning strategies with Jim Anderson (Indiana University of Pennsylvania); a presentation on developmental theories with annotated bibliographical entries by Sandy Acebo (interning at the College from the University of Texas at Austin doctoral program). John Losak presented on the Institutional Research focus on developmental students; Linda Tixier made a presentation on neurolinguistic programming; Kristi Lozano presented on computer resources in critical thinking; and Marcia Belcher presented a model for a proposed Student Information Flow System. Joanna Falco served

as a link between the Learning to Learn and Classroom Feedback subcommittees.

To help design the graduate course and identify effective student behaviors and teaching strategies, the subcommittee surveyed the entire faculty and conducted focus interviews. In February 1988 the faculty were sent the following memorandum:

> Many faculty begin at M-DCC unaware of the characteristics of our student population or perhaps with little or no exposure to alternative teaching strategies. We are designing a course to help new faculty who will come to M-DCC. Please take a few moments to share your thoughts on the following question:
>
> > Given your level of experience with teaching and learning, what content do you recommend for a faculty course designed to enhance student learning? Discuss (1) general knowledge and skills, (2) concepts specific to M-DCC, and (3) concepts specific to your discipline or area.

In addition to this question, interviewers explored three areas:

A. Describe any activities that your area or you are doing to improve teaching and learning at M-DCC.

B. List three or more activities which are not taking place now but which you think would enhance the teaching/learning process at M-DCC if they were initiated.

C. What kinds of teaching/learning opportunities are your personnel or you individually qualified to offer?

The surveys and focus interviews of selected faculty and administrators revealed four main points:

A. An excitement about the Teaching/Learning Project, coupled with the strong desire to improve teaching and learning at M-DCC;

B. The need to make new personnel aware of M-DCC's unique student population, current research, and especially concrete strategies which work to motivate and retain students and tap into their learning styles;

C. The need to make new personnel aware of both college and outside resources, both human and technological; and

D. A need to make personnel aware of their own teaching/leadership/learning styles, especially in the areas of communication and human relations.

A separate report of these findings and the germ for an assessment instrument to be used with prospective new faculty and to serve as a teaching framework are included in the Appendix.

During the spring semester of 1987-88, the Subcommittee finalized the course rationale, assumptions, and seven units. Anticipating continuing work in the fall of 1988 with an emphasis on critical thinking skills, Jeanne Wescott and Robin Roberts attended conferences on this topic at Alverno and Sonoma State University, respectively. During the fall semester the Subcommittee developed its final recommendations on the graduate course and implementing "learning to learn" across the College, with emphasis on critical thinking skills.

II. BASIC ASSUMPTIONS

The recommendations made in this document are founded on some basic assumptions that the Learning to Learn Subcommittee articulates as follows:

A. CRITICAL THINKING/ETHICS

1. Critical thinking as a distinct subject is limited in effectiveness; although critical thinking already is being taught to some degree in many content areas, it can and must be emphasized throughout the curriculum.
2. "Critical thinking" in this context does not refer to pure syllogistic logic, nor to sophistic critical thinking, but rather to what is called "fair-minded critical thinking."
3. The term "critical thinking" can be articulated, but the criteria for its effective application vary from field to field.
4. Transference of knowledge is not automatic; a critical thinker in one area might not be a critical thinker in another.
5. Improved critical thinking is not an end in itself; it is a means to higher academic achievement, improved citizenship, and enhanced self-concept.
6. The teaching of critical thinking skills should include "ethics," which in this context refers not to a particular code of conduct, but rather to some underlying principles: relationships with other people create a variety of obligations; certain ideals enhance life and assist in the fulfillment of these obligations; the consequences of some actions are beneficial, while those of other actions are

harmful; circumstances alter cases. "The classroom," according to A. Bartlett Giamatti, former Yale President (The Chronicle of Higher Education), "...is where values of all kinds are meant to collide, to contest, to be tested, debated, disagreed about--freely, openly, civilly (as opposed to coercively)."

B. TEACHING/LEARNING

1. Instruction at M-DCC should identify the skills and behaviors of the most successful students in order to communicate these to the less successful students.
2. There are differences in learning styles.
3. Students can be motivated to attain higher levels of achievement.
4. While in college, students can reach higher levels of intellectual and ethical development by transferring information and applying principles in a variety of concrete situations.
5. The College's task is more than dissemination of information, so educators must be knowledgeable about and sensitive to:
   a. The cognitive processes that learners use;
   b. The prior knowledge structures of learners;
   c. The content and instruction required to engage learners from within their own backgrounds and experiences; and
   d. The selection of content that effectively encourages critical thinking and intellectual and ethical development.

6. A supportive approach to teaching critical thinking skills is the most effective.
7. Educators can sharpen their ability to use and teach critical thinking skills as an integral part of their course content.
8. Teaching critical thinking does not necessarily mean a radical change in content or teaching techniques.
9. "Learning to learn" is inextricably bound to obtaining feedback from students and colleagues; without it, there is no way to assess learning.
10. Educators have an obligation to empower students with those skills which will enable them to be effective members of society.
11. The College is able to provide the resources for educators to carry out the tasks dictated by all the foregoing assumptions and specified in the following recommendations.

III. LEARNING TO LEARN SUBCOMMITTEE RECOMMENDATIONS

RATIONALE 1:

Colleges and universities throughout the United States are finding a need to provide students with academic programs and support services specifically designed to develop and enhance critical thinking skills. Successful efforts have demonstrated that enhancement of critical thinking skills improves student performance both in and out of the classroom and across all disciplines and types of activities. Growing support for this

point of view can be measured in part by the increase in numbers of and attendance at national and international conferences on the topic.

Furthermore, the State of Florida has recognized the need for more focused attention on critical thinking, values, and ethics; in line with the current reviews of ethics in medicine, law, business, and the environment, the State Board of Regents has already mandated that each of the State universities prepare a code of ethics to be incorporated into the curriculum.

RECOMMENDATION 1a: The work of the Learning to Learn Subcommittee, which began during the Fall of 1988 to address student behaviors and teaching strategies for developing and improving critical thinking skills, should be continued by an ad hoc committee.

RECOMMENDATION 1b: A focus of this ad hoc subcommittee's charge should be to highlight existing course objectives and to develop and reinforce strategies for integrating critical thinking skills throughout the College, as well as to develop stand-alone workshops and courses specifically addressing critical thinking and ethics. This effort should be directed to students and employees of M-DCC and to the community at large.

RECOMMENDATION 1c: Since it is only when priorities get woven into the fabric of an institution that they truly become integrated throughout its structure, the focus on critical thinking should be institutionalized, much as the intent has been

with Writing Across the Curriculum. The ad hoc committee should consider the following in formulating its action plan:

a) The development or emphasis of course competencies in critical thinking across disciplines;

b) The development and articulation of strategies by which to measure the effectiveness of critical thinking instruction in the classroom; and

c) The feasibility of using the annual performance review to encourage and recognize faculty who actively implement critical thinking skills development.

RATIONALE 2:

In order to provide new faculty, as well as interested existing faculty, with appropriate information and tools to maximize teaching and learning at Miami-Dade Community College, the graduate course called "Effective Teaching and Learning in Higher Education" has been designed for the University of Miami's School of Education to pilot in Winter Term of 1988. This course incorporates the collective wisdom of the skillful and experienced from within Miami-Dade; it also adds fresh and current knowledge and ideas from outside the College. The course model, taking into account the richness of our student population and the complexities of our community, is unique to our needs. Because the course is innovative and has a wide range of components, the task of instruction will indeed be a challenge.

RECOMMENDATION 2a: The process of selecting and preparing the course instructor for "Effective teaching and learning in Higher Education" should begin as soon as possible. If there is not a single individual who can comfortably and competently handle all the seven modules, the course should be team-taught. In this latter arrangement, there would almost certainly need to be a course coordinator; this individual would also teach one or more of the modules.

RECOMMENDATION 2b: Regardless of the teaching arrangement, the course instructor(s) should be knowledgeable about the M-DCC student population and its unique characteristics. Sensitivity to these characteristics and to the educational mission of the College is imperative.

RECOMMENDATION 2c: Members of the Learning to Learn Subcommittee should take the course during its first offering and M-DCC personnel should meet with the course instructor(s) and with other course participants to evaluate the course and suggest changes, if necessary.

RECOMMENDATION 2d: Since faculty are instrumental in effecting positive changes in the teaching/learning environment, anyone who wishes to take the course for credit and successfully completes it should be fully reimbursed.

RATIONALE 3:

"Effective Teaching and Learning in Higher Education" is designed to provide participants with the knowledge required to understand teacher characteristics and teaching styles, learner characteristics and learning styles, theories of motivation and their application to the classroom, and strategies for making course content relevant to students; to apply appropriate principles in planning and presenting curricula; to tap into institutional learning resources; and to use effective, practical learning/study tools in the classroom. Each module can stand apart from the course as a whole.

RECOMMENDATION 3a: Support should be given for a follow-up group to plan and implement the means for making several or all of the course modules available to the campuses as independent units. In this context, "the means" could be workshops, tapes, independent study exercises, classroom research projects, and so on.

RECOMMENDATION 3b: The Staff and Program Development areas of each campus should be responsible for offering and scheduling these modules and a uniform plan for giving in-house credit to faculty should be adopted Collegewide.

RECOMMENDATION 3c: Institutional Research should support the course by researching and/or developing some inventories, as needed, for measuring cultural learning styles and teaching styles.

RATIONALE 4:

A primary goal of "Effective Teaching and Learning in Higher Education" is to expand the base of instructional methods and strategies available to individual faculty members, thus allowing them to be more flexible and adaptable in their teaching situations not only while they are taking the course, but also later on when they are implementing and expanding upon what they have learned.

RECOMMENDATION 4a: A Teaching/Learning Resource Center, a designated facility of research tools, should be established on each campus--a separate facility if campus resources are available, or a part of each campus library space if a separate area is not available -- to house all the materials on critical thinking/ethics (e.g., books, periodicals, videotapes, and technology-based programs). In addition, a Staff and Program Development staff member of each campus should be responsible for coordinating the Center, and one district administrator should be aware of and coordinate the efforts of all the Learning Centers.

RECOMMENDATION 4b: Full-time staff should be assigned to maintain the collection and obtain additional resource materials as requested by faculty. Permanent College funding (rather than grant dollars) should be instituted to support the staff and the collection.

APPENDIX

TO

LEARNING TO LEARN SUBCOMMITTEE'S

FINAL REPORT

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EPS 591: WORKSHOP IN EDUCATION
EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION

Department of Educational and Psychological Studies
School of Education
University of Miami

September 1988

Rationale

With 61 percent of the student population identifying an ethnic category other than white non-Hispanic, and 45 percent of the student population reporting a native language other than English, teaching at Miami-Dade Community College is a particularly challenging task. Faculty members are faced with the formidable responsibility of presenting content to a group of students who may be ill-prepared to handle college material, and who work, have family and financial obligations, and are oftentimes adjusting to a new socio-cultural environment.

In spite of the challenges, or perhaps because of them, excellent teaching does take place in the classrooms of Miami-Dade Community College. This is due in large part to the skillfulness of the faculty, and to the lessons learned from the experience of teaching at this institution. But many of these skills and lessons have been learned the hard way -- through trial and error and the resulting frustrations.

The movement to enhance teaching and learning at Miami-Dade Community College, and the realization that many new faculty members will be hired over the next few years, necessitates an examination of the process by which committed faculty members deal with the realities of the classroom. It has become increasingly apparent that the current "trial by ordeal" method of acculturating faculty to the realities of the classroom is totally inadequate.

New faculty, as well as interested existing faculty, must be provided with the information and tools to maximize teaching and learning at this institution and to reduce the frustrations of teachers and learners. For new teachers, the adaptation to teaching and learning at Miami-Dade should thus be a smoother, more positive, and more effective process.

This course incorporates the collective wisdom of the skillful and experienced from within the college, as well as adding fresh and current knowledge and ideas from outside the college. What is called for is something unique to our needs. A model already in existence elsewhere, or one that would be equally applicable elsewhere, just does not do. The richness of our student population and the complexities of our community mandate something special.

The focus of this course is the student as a whole human being, who brings his/her personality and socio-cultural experience into the classroom. To help students become more effective learners, these forces need to be recognized. Students need to understand their strengths and preferences in terms of community styles, thinking patterns, and learning styles. Faculty members need to help students identify these styles so as to distinguish between those characteristics that are appropriate and effective within an academic setting, and those that are not. Implicit in this process is the belief that all students are capable of, and must be assisted in, maximizing their capabilities. Therefore, building self-concept and self-esteem are central to an effective learning process. And, with adequate and workable tools, faculty too can feel more confident and positive about the teaching process.

Course Description

The course provides participants with the knowledge required to understand teacher characteristics and teaching styles, learner characteristics and learning styles, theories of motivation and their application to the classroom, and strategies for making course content relevant to students; to apply appropriate principles in planning and presenting curricula; to tap into institutional learning resources; and to

use effective, practical learning/study tools in the classroom. Four assumptions underlie this description:

1. The instructional model for this course emphasizes the practical and the concrete first and then provides the necessary theoretical underpinnings, which are drawn from both traditional and nontraditional approaches.
2. The course is divided into seven modules, each of which can be taught independently. The multi/transcultural variations in teaching/learning styles and metacognitive skills are integrated in every module, as are critical thinking skills demonstrated by intellectual curiosity, skepticism, honesty, and respect for other viewpoints.
3. Module assignments require course participants to examine and use their individual classrooms, students, and disciplines as a basis for learning and applying course content.
4. The new teacher taking this course will use this knowledge to become more versatile and be able to assess students for what teaching style will work best; however, in no way will this impinge on academic freedom.

Objectives

Upon completing this course, the participant will have covered seven modules (see outline) designed to help him/her.

1. Understand Teacher Characteristics and Teaching Styles

   The course begins with self-exploration of each participant. By means of one or more inventories, participants are able to identify the primary components and biases of their personal teaching style, focus on characteristics they wish to expand or

change, and gain a perspective on how their individual style meshes with the overall matrix of teaching styles and assessment. This matrix includes variations in cultural, affective, perceptual, and interpersonal dimensions.

2. Understand Learner Characteristics and Learning Styles

With the personal awareness facilitated by the previous module, participants concentrate on the matrix of learning styles and assessment of learners in general and the students with whom they interact in particular. This matrix, too, includes variations in cultural, affective, perceptual, and interpersonal dimensions. By the end of this module, participants will have been exposed to the need for contextual flexibility and adaptability -- both their own and that of their students, whose self-awareness they can play a significant part in expanding -- and to various instruments they may use to learn about their students. For example, blacks and Hispanics learn best in a nurturing and supportive environment, while the quality of the information is a more important factor for Asian students.

3. Motivate Students

With some understanding of the dynamics involved in teacher-learner interactions, participants study strategies for motivating students. This process requires active steps to identify (a) the levels and types of study skills and learning needs of each student and (b) students' individual and collective values. Given this information, as well as some general theories about motivation, the teacher can adopt measures to help the students learn.

4. Discover Relevance

Once the student's study/learning mode is understood, participants can discover ways to help the student incorporate his/her background and environmental/community context into a personalized learning experience. In this module participants learn how to elicit the information that teachers need and then how to select and use current materials to foster relevancy as a motivational tool. Because a teacher is also called upon to be a role model, he or she should therefore demonstrate a concern both for the classroom community and for life that extends beyond the classroom.

5. Plan Courses

Participants here concentrate on strategies for planning courses effectively and efficiently. Building on a base of information about their students and themselves, and simultaneously incorporating certain concepts about course planning in general, teachers can develop innovative and interesting materials. The concepts embody principles for varying the methods of instructional delivery and assessment, sequencing and pacing the instructional events, and creating continuity with the student's prior learning and with other courses in the sequence.

6. Develop Practical Applications

Although all the modules have a practical application, this one integrates the previous modules in a series of applications that emphasize metacognitive, communication, and critical thinking skills across disciplines. Participants modify and perhaps

formalize the list of applications they have been developing and implementing for their individual disciplines.

7. Apply Institutional Resources To Classroom Teaching/Learning. The resources in this module emphasize technology. Among the topics are CAI (computer-assisted instruction), CMI (computer-managed instruction), test banking, interactive video, audiovisual services, learning centers, computer labs, and institutional research.

Course Content Outline

Course content will be communicated through lectures, collaborative learning experiences, self-assessments, classroom research, and special projects.

1. Understanding teacher characteristics and teaching styles (15%)
   - 1.1 Engaging in self-exploration introspection/personal inventory
   - 1.2 Exploring the overall matrix of characteristics
     - 1.2.1 Teaching styles and their assessment
     - 1.2.2 Multi/transcultural dimensions of teaching styles
   - 1.3 Exploring the theoretical base: traditional and nontraditional aspects
2. Understanding learner characteristics and learning styles (15%)
   - 2.1 Determining a profile of the institutional student body
   - 2.2 Exploring the overall matrix of characteristics
     - 2.2.1 Learning styles and their assessment
     - 2.2.2 Multi/transcultural dimensions of learning styles
   - 2.3 Examining the theoretical base: traditional and nontraditional aspects

3. Motivating students (15%)

   3.1 Identifying general principles

      3.1.1 Attention to study skills/learning needs

      3.1.2 Values clarification

   3.2 Examining theories of motivation; traditional and nontraditional aspects

4. Discovering relevance (15%)

   4.1 Identifying the context

      4.1.1 Student background

      4.1.2 Environment/community

   4.2 Selecting and using current materials to foster relevance: traditional and nontraditional aspects

5. Planning courses (15%)

   5.1 Structuring the basic components

      5.1.1 Analysis, sequencing, pacing of instructional events

      5.1.2 Development of interesting and effective materials

      5.1.3 Implementation of a variety of teaching strategies

      5.1.4 Creation of continuity in course sequencing and integration of prior learning

   5.2 Examining the theoretical base: traditional and nontraditional aspects

6. Developing practical applications (15%)

   6.1 Incorporating critical thinking and metacognitive skills

   6.2 Varying learning strategies

   6.3 Attending to communication skills

      6.3.1 Teacher/student

      6.3.2 Teacher/teacher

6.3.3. Teacher/administrator

7. Applying institutional resources to classroom teaching and learning (10%)

   7.1 Becoming familiar with resources

   7.2 Seeing applications of resources demonstrated

FINDINGS FROM SURVEY OF SELECTED FACULTY
AND ADMINISTRATORS AT M-DCC

The fourth question was sent to all faculty and administrators collegewide; subcommittee members asked selected faculty and administrators all four questions orally (unless someone asked to respond on paper) in face-to-face interviews of 30 to 90 minutes. Some answers have been paraphrased or combined when they were similar to someone else's answer. Question One describes activities that one person or an area is already doing, the question was designed so that others could act on these suggestions (names can be provided upon request). Question Two asked people to use their imagination and think of possibilities (again names can be provided). Names are provided on Question Three so that they may be used as resource people or workshop leaders. Answers to Question Four were used to design the "learning to learn" graduate course (see Appendix for course outline), and the subcommittee has recommended that each course unit or selected subtopics be offered as modules.

1. Describe the activities that your department and/or you are doing to improve teaching and learning at M-DCC.

   General Programs/Policies

   - Maintaining an equitable distribution of resources throughout the campus to meet academic goals
   - Enhancing teaching/learning environment by identifying requisite maintenance projects, remodeling and renovating projects, and custodial care
   - Exploring mechanisms to raise reporting/writing capabilities of Campus Services personnel to better equip them to meet both instructional and non-instructional needs
   - Providing the delivery and development of AV materials
   - Overseeing projects and planning points
   - Canvassing people for workshop preferences
   - Offering alternatives (e.g., the Independent Studies Program at South Campus to allow nontraditional students who cannot meet in regularly scheduled classes another way to get an education; outreach programs to bring education where the students are; setting up a weekend college program for certification and other programs at times convenient for students)
   - Advising and counseling, especially with career choice and related issues such as interviewing, job opportunities, or salaries

- Creating and collecting materials relating to career choices such as the Career Center, CHOICES, career workshops, a Career Resources Library
- Helping departments/areas in goal-setting, team building
- Integrating already existing programs around a single issue such as retention or transfer with a grant of a task force
- Working with faculty from all campuses to keep existing programs consistent with college goals and attitudes toward teaching and learning, make the competencies the same on the same levels
- Reviewing all academic core and distribution courses offered at M-DCC to maintain quality and relevance of offerings
- Anticipating early CLAST problems and solving them
- Establishing the role of foreign language requirements in general education
- Reviewing the classification of various programs/courses
- Offering computer training to all faculty, including applications and development of materials, and an opportunity to preview software materials
- Sending departmental letters to remind students of deadlines
- Having a departmental policy for reinstating students who have been instructor-dropped
- Planning to remodel labs to improve the learning environment and bring them up to health standards
- Assigning a master teacher (consultant or lead teacher) for each course to be responsible for curriculum development, equipment purchase, and in-service training
- Recruiting minority students, with emphasis on black students, in high schools
- Using AV and instructional support services, collections, and equipment
- Keeping abreast of new AV technology, offering workshops, circulating new material, sending flyers to appropriate areas and departments
- Handling requisitions for new AV materials given to all campuses

- Heading the Emphasis on Excellence at the College
- Dealing with state articulation
- Encouraging faculty renewal through faculty exchange
- Developing a speakers series for the campus

Faculty/Administrative Development

- Developing orientation for new faculty, leadership and management training for deans, chairs
- Setting goals during evaluation time and focusing on these goals throughout the year
- Developing a format for classroom evaluation by peers, self, and students
- Gathering departmental statistics to be shared confidentially with individual instructors in order to iron out difficulties and standards, see if there are too many A's or failures
- Developing/taking the doctoral program in education at the University of Miami
- Taking the orientation course through the Change Center using the text, How To Be A Master Student
- Taking workshops such as Classroom Assessment Techniques on-campus and other workshops offered off-campus
- Producing a faculty handbook for Reading Across the Curriculum
- Combining group and individual instruction in a lab
- Developing the Instructional Technology Center to familiarize faculty and staff with hardware and software packages; helping faculty to design their own materials; designing material to meet specific M-DCC needs (e.g., Kristi Lozano's work on pre-writing strategies for the Writing Lab)
- Offering a workshop on Library Technology
- Orienting new faculty concerning AV resources
- Reviewing new computer-aided instructional materials, books, research, conference materials in my area (cf. listening to Pat Cross on classroom research, Clare Weinstein on metacognition)

- Trying to provide microcomputer access on each teacher's desk

- Working with teachers to offer computerized homework and testing, show use of measurements to enhance teaching/learning (e.g., analyzing exams statistically and adjusting answers in response to information)

- Working in groups to develop test bank items for lab exams in order to standardize expectations for students

- Discovering ways other than exams to evaluate students

- Forming a new committee on Writing Across the Curriculum

- Learning to adjust to different interpersonal/learning styles (e.g., transition classes contain adult learners who are more capable but less secure, grading differently with less weight for grammar)

- Producing in-house newsletters, one focusing on part-time instructors and the other on the Writing Center

- Team-teaching, thereby having a chance to observe others teach and listen to others

- Setting up a lending library on teaching/learning

- Producing manuals to help faculty

Student Learning/Classes

- Interviewing M-DCC graduates now attending universities to see whether M-DCC is giving students what they need to succeed

- Making students accept responsibility for their own learning while facilitating the learning process

- Creating an informal classroom atmosphere in which students choose to interact, question

- Choosing a relevant textbook and topics for assignments
- Always preparing for class

- Always being clear in presenting information

- Maximizing your own strengths in interpersonal/teaching style

- Infusing humor into drill assignments/exercises

- Carefully advising students in order to match ability with motivation

- Using transparencies to show immediate applications from the newspaper

- Having librarians visit classrooms or taking classes to the library to familiarize students with the library; creating library manuals, handbooks, TIMESAVERS, orientation programs, a video tour of the library, videotapes, a library audio tour

- Offering workshops on career orientation, goal-setting, study skills, relieving test anxiety

- Offering leadership courses and workshops, thereby teaching students to become better learners, better fulfillers of their needs, better organizers of time

- Improving labs; creating the RAINBOW Lab at InterAmerican for reading and writing improvement, creating and coordinating materials and resources; rewriting the objectives and materials for the Writing Lab and ENC 0006-0007 courses at South Campus; creating a monitor system called LAN (Local Area Network) for use in the South Campus Developmental Writing Lab; creating a computer-assisted writing lab at South (reinforces classroom experience, creates less anxiety than classroom, creates bonds with another teacher, exposure to other approaches); using more computer-assisted education at North; creating a serious but supportive atmosphere in the Developmental Math Lab, using carefully selected peer tutors

- Developing SLS classes to give high-risk students support but expect them to be responsible

- Developing a self-study, computer-assisted program in economics, definitely of value to honors students

- Experimenting with bringing a portable computer to class, using overhead projections to immediately show applications of abstract principles

- Offering transfer seminars to explain expectations of universities

- Offering CLAST and Foreign Language workshops

- Sponsoring English Club at InterAmerican (results: extracurricular, student-initiated AIDS panel)
- Encouraging use of the library by letting students do research and share that information with the class for an extra grade

- Using an anonymous mid-term assessment, far-reaching and revealing of student attitudes and feelings

- Using adaptive testing, creating a bank of exams and tests
- Using student evaluations each semester of the teacher, textbooks, classroom strategies, and curricula, then responding appropriately to these student comments
- Making videotapes
- Preparing study guides
- Using supplemental critical thinking skills exercises with each unit to get past "rote" learning of facts
- Developing a critical thinking interactive video emphasizing problem-solving (any discipline)
- Promoting conceptual learning -- knowing how to form concepts and see patterns rather than discrete bits
- Modeling (in reading, modeling correct pronunciation of vocabulary, then leading group recitation and eliciting individual recitation; modeling study skills)
- Physically taking students to the match labor for a tour, sending students to the area to report
- Using memory games to strengthen basic association skills
- Giving "pop" quizzes to keep students studying materials
- Using repetition
- Explaining to each class the importance of that course in the total picture of student success and importance for CLAST
- Teaching metacognition: focusing students on how they learn, "materializing" their cognitive process by analyzing the steps involved in finding an answer or making a choice
- Motivating the students to personalize and transfer information then showing them how (e.g., learning to outline specific content in English class from the structure of beginning, middle, and end then transfer this structure to other material, such as how volcanoes work in science class or the structure of a program in computer class)
- Responding to dissonant learning styles (e.g., identifying low achievers and recognizing that they don't function well as collaborative learners because they let the stronger members of the group do the work; providing them instead with trained listeners such as tutors who prompt, not give answers)

- Attending campus activities with class to let students practice their classroom skills in "real" settings

- Showing the interrelationships between reading and writing in any field by doing short exercises in summarizing ideas and supporting points of view

- Recording effective ways to teach people how to read, write, and critically think

- Keeping journals or giving many very short writing assignments so that students will think and write to themselves in English (these could work in any subject, not just English); requiring essay examinations and other field-related written assignments

- Utilizing techniques to maintain a high level of student interest in assignments (e.g., using creative drama, using current events from newspapers and magazines to stress that students need to know what is going on in their community and in the world, using the students' own experiences, using a variety of teaching methods and strategies, having students share what they have read; using group essays/research/homework)

- Having each student at mid-term draw up an individual progress chart to map strong and weak areas -- and what plan he/she will implement to utilize strengths and address weaknesses

- Having students continually provide feedback on what they are learning (or confusing or not learning)

- Providing a classroom calendar listing all term classroom and lab assignments

- Keeping in touch with lab instructors, stressing the need for some students to work in the computer lab, and recording input hours as a consideration in the final grade

- Offering tutorial services by peers and faculty in every area

- Keeping an eye on <u>what</u> you're teaching instead of activity for activity's sake, for what's not being taught cannot be learned

- Working with the handicapped, designing curricula and materials.

- Working with returning students, creating the Transition Center at South, which offers courses, workshops, and counseling

- o Creating a place for gifted students
- o Testing students for interests and aptitudes
- o Coordinating and offering a variety of student activities such as cultural events; activities which promote leadership, such as student government or participation on committees, and Operation Student Concern, in which students give service to the community while getting valuable experience
- o Working with Financial Aid to give students information on money management and work-study placements
- o Overseeing orientation for new students

2. List three or more activities which are not taking place now but which you think would enhance the teaching/learning process at M-DCC if they were initiated.

General

- o Selecting academic leaders on campuses who set examples
- o Paying greater attention to cleanliness and the general appearance of the campus to enhance morale and communicate proper values to students; controlling the noise level at student activities; improving the operational climate
- o Renovating some rooms for use to try out innovative strategies, especially with computer outlets
- o Opening the college 24 hours/day
- o Emphasizing recruiting
- o Making better use of people, humanizing the bureaucracy; establishing a cleaning house for consultants, both internal and external
- o Making funding and staffing for the library and for AV equipment and materials a higher priority; funding methods to make new AV technology more known
- o Closing class registration on the first day of classes as those students registering late statistically do not complete the course with a passing grade, as this entails extra work on the instructor's part, and as this reinforces undesirable behavior on the student's part; creating 14-week courses to accommodate late students
- o Offering not only courses on weekends but also other college services (e.g., bookstores, libraries, cafeterias, having night and weekend dean, counselor)

- Eliminating the many paper notices by providing a central screen or electronic bulletin board in each department or area

- Correlating the efforts to lower attrition and improve student success rates by transferring to upper-level institutions by making faculty more aware of the standards of upper-level institutions

- Continually reassessing weather we are giving instructors and students what they need to cope, grow, and reach maximum learning

- Directing College energies toward developing more programs to offer more diverse career choices and opportunities

- Better publicizing in the community what programs the College has available and the College's readiness and ability to develop quickly more curricula

- Training and providing more and better student assistants

- Insisting that the bookstores be more cooperative (e.g., give a 10 percent discount to faculty, be ready to change textbooks, order enough books each term, and help students)

- Retaining the A.S. degree and encouraging more dual enrollment programs

- Having more forums, debates, and symposia to show students alternative points of view

- Upgrading of AV equipment by having blocked-out monies for amortizing materials

- Following through with committee work by letting the interested people know what happened with their recommendations and suggestions and HARD WORK

- Making more classroom visits to see what's going on

- Having an Assessment Center for Developmental Resources

- Discounts for students and faculty on everything

Faculty

- Providing PHONEMAIL™ for all faculty

- Having salaries and promotion/tenure system based on teaching excellence; more feedback for doing a good job

- Showcasing "master teachers" (e.g., a Forum for Fall of professors, perhaps videotaping, release time); identifying people who spark others

- Finding some formula for assessing different kinds of teaching so that the number of hours spend in doing a good job/pay are equitable

- Crediting more time/money for certain services while trying to solve the dilemma that taking overloads cuts down on teaching efficiency

- Creating incentives for genuine academic learning (endowed chairs?)

- Removing bad teachers from the system

- Paying new instructors for orientation two weeks prior to entering the classroom, with at least three personal days for becoming familiar with the texts and typical kinds of class assignments

- Giving new teachers four classes, not five, and more mentoring and orientation for the first year, including visitation to other classes to pick up ideas and styles

- Creating a system of faculty renewal, including opportunities for research, work and travel, promoting faculty exchanges (e.g., setting up an exchange of industry and college personnel, intercollege faculty exchanges, and in-house exchanges; releasing faculty to attend more discipline-related workshops (e.g., industrial and Department of Education workshops to update teaching skills) rather than ones on general subjects; increasing travel budgets to create regional-national perspectives; instituting a sabbatical program, not necessarily involving research; promoting mini grants; encouraging innovative strategies, limiting the number of students involved; giving people release time to do institutional research in areas in which they are interested)

- Creating a reliable substitute pool of specially trained people in each department in case of jury duty or illness

- Having more workshops with known consultants such as Clare Weinstein, an inspiration and a model for using humor and psychology in the classroom

- Offering more financial aid counseling and money management, especially concerning retirement

- Better informing people on how to advise students

- Having an interdisciplinary team visit another college

- Reviving the Inner Institute, ongoing workshops to share information about teaching/learning

- Planning and implementing retreats

- Creating a computer network with easily accessible information on policies and procedures instead of the cumbersome book that is constantly out-of-date and even more awkwardly being momentarily revised

- Having more communication among appropriate people to make reading and writing of a piece, to see the profession through the various segments

- Creating a faculty library, improving the current library collections

- Strongly recommending basic computer literacy

- Writing grants for faculty leading to developing how to teach more critical thinking skills.

- Offering a course/workshop in computer publishing -- flyers, circulars, transparencies, computer graphics

- Creating a word processing center, especially for test-generating

- Creating an "idea bank"

- Building one structure to house all the technological programs with adequate teaching space and instructors' offices with walls to provide private counseling

- Physically grouping faculty with related disciplines so that they regularly see each other and interchange ideas

- Proving "state-of-the-art" equipment, particularly faster typing and printing of class materials (e.g., mini-printers)

- Making more computers available in each department/area and keeping people updated with new technology and software

- Recognizing faculty "burnout" and not overloading faculty with too much work or engendering guilt if they are not willing to assume more responsibility; having resources to relieve or regenerate people; having fewer classes (from "burn out" workshop)

- Promoting more production of AV resources and academic computing, giving release time and encouraging faculty to learn new techniques and systems to develop materials specific to their own needs (even marketable!)

- Analyzing more tests, both statistically and informally by peer review

- Helping faculty see critical reading skills as integrative

- Helping with a game on prejudice

- Allowing more time for orientation concerning AV resources

- Providing more newsletters updating people on important information and opportunities; having one newsletter or more for each department

- More pedagogical and social/intellectual collaboration on all levels by administrators and faculty and among faculty (e.g., feedback on teaching materials, syllabi, exams; team-teaching interdisciplinary courses, learning from each other; having "brown bag" book reviews and discussion); more inter-departmental and intercampus cooperation; having one hour a week free of classes when people can meet; creating a method for sharing of successful strategies by successful faculty)

- Providing comfortable places where faculty can meet (e.g., a faculty dining/conference room)

Student Learning/Classes

- Balancing the teaching and the learning in the Teaching/Learning Project, especially sharing learning theory and relevant research on learners (right now the project seems overbalanced toward teaching)

- Making students aware of where they are and where they should be, maybe have an assembly program with former students staggered throughout the day but offered on a regular basis

- Cutting down on the number of students in some classes, thereby allowing for more one-on-one contact (e.g., more than 20 are to many students in 0024 math; 20 calls on the student to feel ownership in developing skills; innovative classes should have fewer students)

- Requiring a "survival skills" or general orientation class for students (if not everyone as on North Campus then certainly study skills and time management for all those who receive low scores on MAPS or equivalent entry test and all who go on probation); having all faculty teach sections so that they can learn skills specific to their own disciplines; providing follow-up support for students

- Providing more available academic advising, more career workshops with textbooks from classes available, visitation of classes by students with curiosity

- Increasing the mentor systems of students and faculty members, tracking students identified as high-risk ("Big Brother," "Big Sister")

- Empowering students to want to learn and be involved in their own learning and helping them to see the value of a general education, weaning them away from their limited foci on graduation, getting a job, and making a lot of money

- Having department-required class agenda and student evaluations, with adequate facilities and instructions

- Training more teachers to teach alternatives to ENC 2301 in their own disciplines with writing requirements, thereby training students to think.

- Encouraging collaborative learning, letting students register together in groups, study in groups

- Having student magazines in departments (e.g., multicultural literary magazines)

- Offering more interdisciplinary courses with labs

- Better reinforcing independent learning

- Having more computer areas for students

- Creating "games" appealing to developmental students

- Creating an AV lending library for students

- Creating a media course or program

- Creating an orientation interactive video with feedback, hypertexts

- Creating a new transition course between the last ESL and the first developmental course to lengthen the time required for language acquisition skills

- Sharing personal experiences with students to be an intellectual model and human model

- Putting more "bite" into quality assurance (e.g., maintaining consistency collegewide in grading standards and objectives for the same regular credit course and combatting "grade inflation;" expecting a lot of the student; providing <u>all</u> faculty with training in application of minimum linguistic expectations for

college-level work and relationship of those expectations to grading content/expression; defining the role of idiomatic language and finding ways to deal with it; showcasing good students as models for caliber of excellence at M-DCC; creating incentives for genuine academic learning; not allowing teachers to get away with doing the minimum amount of work without some sort of penalty; correlate developmental work with expectations for college credit courses)

- Raising the reading cutoff scores as there is a whole body of students being neglected, as tests show

- Really practicing Writing Across the Curriculum in all regular credit classes by having all teachers mark down for poorly written English and bad spelling

- Developing variations for students to meet the requirements of Writing Across the Curriculum

- Establishing minimum, universal standards of correct English use, with corresponding editorial abbreviations (e.g., AGR = problem with agreement, FRAG = sentence fragment) to be applied to all written coursework throughout the College; adopting one basic English handbook to be standard

- Requiring at least three written assignments in which 8-10 questions are answered in every credit class; determining the minimum number of themes to be written in English classes

- Doing institutional research to track students through their English program (developmental through CLAST), correlating grades with achievement and sending the results confidentially to instructors involved

- Testing students for literacy in their own language

- Requiring English courses sequentially, without lengthy gaps, whenever humanly possible

- Requiring concentrated reading-intensive labs for students with low reading skills who have career plans for disciplines that require extensive reading

- Providing faculty with information on reading skills for students and how to increase these skills with discipline-specific content

- Improving students' critical thinking skills, measured by an entrance and an exit test in this area

- Making assignments that get students more involved with the library
- Sponsoring independent research by students
- Having more student-teacher and student-student dialog
- Recognizing that "state-of-the-art" technology won't make major differences in student skill levels
- Creating more continuity from teacher to teacher by defining levels, certain departmental objectives
- Having each instructor show where this course fits into the student's total career program designed and into general education
- Building multicultural mini workshops and modules into courses to teach and practice stated values of the College
- Providing more opportunities for contacts with faculty, both individually and in small groups, to share cultures
- Eliciting frequent feedback from the student, opportunities about how they perceive what you are doing
- Offering more information on money management and financial aid counseling
- Developing leadership courses for other-than-honors students
- Offering a one-credit research course
- Training and providing more tutors and paying them more to be competitive with part-time jobs outside (especially in business math and statistics; establishing a peer tutor network in every discipline to upgrade the educational environment
- Making college easier for the handicapped (e.g., training more "helpers" for the handicapped who wish to come to campus, including helping them adjust to college and helping them with non-academic problems such as transportation to and from school, or providing a computerized tutorial and testing system to allow distant learning for those who wish to learn at home or who are ill over long periods of time)
- Developing honors sections in more areas
- Training teachers in counseling techniques of enhancing self-image and motivating students (e.g., creating the "halo effect" of telling people that they <u>can</u> achieve) because software can help best with metacognition and problem-solving strategies

- o Paying student assistants part-time wages with minimal requirements specified for each position and graduated pay scales for increased expertise and service instead of having work/study scholarships; creating a central clearing house for available part-time student positions

3. What kinds of teaching/learning opportunities are your personnel or you as an individual qualified to offer?

   - o Identifying public needs and addressing those needs by offering courses directly to the public, including business and industry (Geoff Gathercole)

   - o Offering educational opportunities to custodial and security staff through FSPD and supervisor training, encouraging professional development opportunities in management, computer use, and related fields (Sally Buxton)

   - o Helping design programs or curricula, administer faculty or staff, orient personnel, design projects (Marie Nock)

   - o Keeping the faculty abreast of current trends (Cecil Nichols)

   - o Giving Language Center tests (Geoff Gathercole).

   - o Advising students interested in social work (Georgette Daugherty)

   - o Compiling short literary pieces to read and analyze which lead to "deep thinking" (Norman Asmar)

   - o Giving ideas to faculty for potential writing assignments, applications (Louis Molina)

   - o Producing videotapes (Ann Rose, Sue Kahn)

   - o Being a curriculum coordinator, visiting teachers to give feedback, conducting staff meetings, and giving pointers on methodology (Geoff Gathercole)

   - o Offering FSPD workshops (Marie Nock)

   - o Consulting with areas/departments on team-building, goal-setting (Marie Nock)

   - o Offering courses geared toward the employment sector at the Center for Professional Development (e.g., licensing for CPA microcomputers) (Geoff Gathercole)

   - o Giving AV workshops on specific subjects or techniques (e.g., how to use the shadow terminal, production, orientation); offering individual help with specific equipment (Jon Scott)

- Collaborating and consulting with the faculty on integrating critical reading skills and other reading issues (Sue Kahn, Azalee Glenn)

- Presenting information on using the Writing Center, available software relating to writing (Louis Molina)

- Offering workshops on reading (Sue Kahn, Azalee Glenn)

- Offering special sessions on library technology (Jo DeWar)

- Showing teachers how to use measurements to enhance teaching/learning (Larry Steed); test analyses (Doug Andrews)

- Providing a successful alternative education (Independent Studies, South Campus) for students (Harry Fries)

- Offering courses in critical thinking (Norman Asmar)

- Offering workshops, courses, and one-on-one counseling in honors (George Emerson)

- Offering media courses for faculty or students (Jon Scott).

- Gaming in grammar (Norman Asmar)

- Running a forum or symposium (Cecil Nichols, Paige Cubbison)

- Providing information in the following areas: reading, study skills techniques, retention and needs of transfer students, getting to know people at college, being active in organizations (Ernestine Cole)

- Providing information on cognitive learning styles, test-taking, and making videotapes (Karen Tachibana)

- Sharing teaching techniques (Cecil Nichols)

- Offering a workshop on motivation (Joyce Davis via Barbara Burt)

- Offering career workshops of mini workshops in appropriate classes (Dick Schinoff)

- Offering workshops in developing interpersonal skills (Dick Schinoff)

- Information on collaborative learning (Abe Oseroff)

- Providing information on how to use transparencies, deal with art departments or book publishers, create interactive videodiscs using computerized information, videotapes (Vic Rieck)

- Offering information on desk top publishing (Louis Molina)
- Giving a presentation on "Voices of Miami" (Louis Molina)
- Teaching and providing information on the following topics: handling large groups, teaching by progression, analysis of performance, motivation, and organizational abilities (Mary Mahan)
- Working with faculty to motivate and instruct them in the use of learning resources and equipment (Celia Suarez).
- Maintaining personal communication with students via notes, phone (Cecil Nichols)
- Working with groups in a classroom situation (George Welsh, Sharon Johnson, Eileen Johann)
- Developing learning or study groups (Harry Fries, Eileen Johann, Ana Ciereszko)
- Working with individuals on a one-to-one basis (Sharon Johnson)
- Designing and writing curricula (Doug Andrews, Nadine Gandia)
- Giving a workshop on high-risk students and non-verbal learning strategies (George Welch)
- Providing information on ESL methodology (Brad Stocker*)
- Giving workshops on developmental skills and their relationship to CLAST (Nadine Gandia)
- Giving CLAST English workshops (Nadine Gandia, Cary Ser)
- Giving workshops on Writing Across the Curriculum, Reading Across the Curriculum (Cary Ser)
- Giving workshops on interpreting CLAST data (Cary Ser)
- Giving computer instruction (Brad Stocker*; South Campus BDP faculty via Ron Stearns; Larry Steed; Roberta Stokes)
- Giving workshops or providing information on applying computer instruction, authoring videodiscs and videotapes (Roberta Stokes)
- Providing information on early childhood education (Brad Stocker*)
- Being qualified to teach 90 percent of the course offerings in Health, PE, and Dance (Bruce Davis)

- Having a trained staff teaching an age-group gymnastic program at North (Bruce Davis)

- Being an expert gymnastic coach in Artistic Gymnastic for men and women (Bruce Davis)

- Being a DVP in exchange sharing -- lectures, reading (English faculty via Cary Ser)

- Giving a presentation on a given subject (Paige Cubbison)

- Using techniques to involve students (e.g., using many quizzes to encourage students to keep up with their work and quick feedback, such as tests returned the next class period if possible) (Ana Ciereszko); creating enthusiasm and telling students to adjust to who you are and other gimmicks (Georgette Daugherty)

- Promoting special research for honors students (Jo DeWar)
- Producing an interactive video in developmental math (Bob Blitzer via John Rose)

- Producing a newsletter or bulletin (Jon Scott)

- Creating manuals on reading (Sue Kahn)

- Giving some training in library skills to student assistants (Jo Dewar)

- Orchestrating collegiality, voluntary sociality (Cecil Nichols)

- In the future, giving credit for life experience (Geoff Gathercole)

*Would prefer not to teach at this time.

4. Given your level of experience, what knowledge do you recommend for a faculty course designed to enhance student learning? (This would also apply to separate modules offered by FSPD.)

   - Recognition that teaching is a teachable skill that must be practiced (information ought to be shared with graduate schools)

   - Awareness of ongoing changes and demographics in education, history of M-DCC as state and national leader

   - Awareness of the Faculty Senate's role in the College, opportunities for service

   - Assessment of faculty attitudes about the community college mission and related activities; awareness of M-DCC values, mission, objectives and how to adjust personal educational

philosophy to better match M-DCC students and community college objectives

- Learning theories and current research, especially in physiological theories (e.g., right/left brain), learning styles, and cognitive development

- Demographics of the M-DCC student body and what they mean in terms of concrete strategies and techniques applicable to community college teaching and to M-DCC students, particularly "mature," developmental, and ethnic groupings (e.g., "mature" and regular college students should not be treated the same; the culture and history of Cuba, Latin America, and the Caribbean -- Haiti, the Bahamas, Jamaica, etc. -- and the influence of Hispanics in the history of Florida past, present and future; black history especially in Miami; other ethnic groups living in Miami; the character and behavior of whites living in a community where they, not traditional minorities, are in the minority)

- Knowledge of student skill levels in various cognitive areas and how to interpret this knowledge (e.g., knowing what level the students will relate to so that one can use easily understood examples; knowledge of underprepared students); "open door" philosophy of taking the students as they come and helping them to meet standards; reading skills; coping with second-language interference in people who have moved through the pre-screening and intervention system)

- Knowledge of attrition factors

- Dissemination of relevant institutional research and worldwide data applicable to the realities of the community college

- Awareness of media/technology/human resources available to M-DCC personnel and how those resources can aid in teaching and learning (e.g., tutorial services, human and computerized, available for students, computer-assisted instruction in your discipline, library, counseling, campus layout, grants, FSPD; the philosophy of media use in the classroom; institutional research)

- Knowledge of teaching/cognitive styles (including a preferred communications style of speaking before people, organizing, and delivering information; a preferred interpersonal style, a preferred mode of perceiving and processing information; and a preferred learning style or mode of learning and memorizing the incoming information) and how to communicate this information to the student in order to help the student increase his/her learning in your class; transmission of thorough knowledge of subject area, concern for student learning, excitement, caring attitude

for people; how to incorporate study skills into the curriculum

- Knowledge of multicultural differences and what they mean regarding learning and teaching (e.g., use case study on controversial issue in field, ask how each one would solve the problem and what solutions, if any, trace back to their previous experiences and cultures; know the interrelationship of cognitive style to background; know how to recognize and deal with second language problems; visit homes and talk to people from a country like Haiti to understand what that culture goes through)

- Hands-on applications of learning theories (practicums, videotaping, individual and class projects, class discussions, observation/evaluation then discussion of teaching methods, new research done at M-DCC to test new ideas); individualizing available learning resources in accordance with knowledge of demographics, multicultural differences, cognitive/learning styles, and academic levels; available programmed learning packages; alternative learning modes

- Test writing techniques, test resources

- How to do classroom research, small studies on people

- Methods of eliciting classroom feedback to monitor student progress or non-progress (e.g., give many quizzes and return test promptly; use methods other than quizzes for new ideas because quizzes are threatening)

- Heuristics, motivating techniques that involve students in their own learning (e.g., encouraging interaction by major, development of student study groups, challenging each student to enhance his/her potential, learn for personal interest, participate in simulations, role-play, design individual projects, sign up for individualized or programmed instruction).

- Observation of good teachers and analysis of their methods, having a "mentor" classroom as evaluation of and working with others leads to curriculum transfer, learning how to match teaching method and what was taught with what was learned

- Good interpersonal skills (e.g., a commitment to helping and facilitating learning in an ego-safe way; not patronizing students but rather cheering them when they are successful, sympathizing with them when they fail, and maintaining grading standards; "outwaiting" students and not providing answers; learning students' names; reassuring them that they are important human beings even though they can't do the work; transmitting an overall attitude of

acceptance and empathy; communicating with each individual student; learning about themselves and learning techniques to encourage students to approach them; active listening)

- The necessity of minimum computer literacy

- The necessity for training of all faculty in application of minimum expectations (which would have to be agreed upon and established) for college-level work and relationship of those expectations to grading content/expression; use of collegewide editorial abbreviations that correspond to minimum, universal standards of correct English use

- Learning how to make the curriculum more conceptual-analytical -- teaching structures, patterns, and ideas and show students how to transfer what they have learned in one part of their life to another area of their lives (e.g., one class to another, outside school to school, academic learning to life)

- How to teach effectively in your particular discipline

- Watching yourself teach on videotape, with no one except you seeing the tape

- How to write class handouts and course prospectuses in your discipline, how to make textbook selections and pace learning and design curricula to fit course objectives, knowing what "higher objectives" are and how to move students there quickly

- Techniques to utilize time with students more efficiently

- Information on College systems (e.g., how to read AGIS, mid-term reporting, grade reporting)

- Questioning new teachers about what they would like to have happen, requestioning at some time afterward to see what might have helped them more

- Have suggestion boxes for faculty and students

- Taking, then teaching the three-credit orientation course using How To Be A Master Student

- Providing follow-up support past the course

ASSESSMENT INSTRUMENT

Developed by the Learning to Learn Subcommittee
of the Teaching/Learning Project
with Dr. James Anderson
of the University of Indiana at Pennsylvania

DIMENSION I -- The Human Service Aspect

1. What brought you to a multicultural institution?
2. Why are you doing what you're doing? What are the origins of your values, both general values and values within your discipline?
3. What is the mission of the institution?

DIMENSION II -- Multicultural Competence

1. What do you know about M-DCC students or similar student populations?
2. What is the source of your competence? What real contact (experiential) and vicarious contact (academic) have you had?
3. Do you see a need to address multicultural differences?
4. How do you intend to expand your multicultural competence?
5. Where in the dominant tradition of your discipline can we note multicultural competency?
6. What do you know about multicultural learning styles?

DIMENSION III -- Cross-Ethnic, Cross-Racial Elements

1. What is your belief system about learning abilities of culturally diverse and nontraditional populations?
2. Are these beliefs operative at M-DCC?
3. How in the past have you implemented those beliefs?
4. Describe some hypothetical scenarios involving culturally diverse or nontraditional students.
5. What has been the impact of these beliefs?

6. Has the impact of these beliefs ever been measured?

7. Describe your teaching style.

DIMENSION IV -- Curriculum Bias

1. Do you incorporate multicultural diversity in your teaching? How? Through textbooks, examples, assignments?

2. Do you incorporate knowledge of learning styles in your teaching? If so, how?

DIMENSION V -- Enhancing Partnership/Visibility of Student

1. Do you need to address the students' self-concept in your classroom interactions?

2. How do you enhance self-concept and increased visibility? By questioning, extracurricular activities, out-of-classroom contact, interaction with students in the classroom, or through "inner speech" (modeling, gestures, attitudes)?

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